



Stoke Row Church of England Primary School

Curriculum Statement for PE

Level Expected at the End of EYFS

The main Early Years Outcomes covered in the Games units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD – M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to: • Extend their agility, balance and coordination, individually and with others. • They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Intent

At Stoke Row we want our children to be positive and healthy, enjoying physical education for the benefits and the **Bright Futures** it brings. We intend our children to develop essential skills like leadership and teamwork. We teach all children to play competitive sport with integrity and fair play in mind. Our discrete PE lessons are taught by subject specialists to maximise children's learning and the children hone these skills during playtimes. In Reception and KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. It is our intention to develop a lifelong love of physical activity, sport and PE in all children, with a view that every child who leaves in year six will continue to play at least one sport.

Implementation

Each class has at least two hours of PE timetabled each week. We use Get Set 4 PE planning; it offers a coherently planned sequence of lessons to help ensure we have progressively covered the requirements of the PE National Curriculum. The scheme of work ensures that children have a varied and well mapped out PE curriculum, over seven years. The progression is clearly identified, on our map below and lessons are carefully planned to match these. Prior learning is always considered and opportunities for revision and practise are built into lessons.

We use external coaches for sports that teachers are not experienced in teaching. We use sport premium money to ensure that each unit is well resourced. For dance, gymnastics and swimming, we travel to appropriate local sites.

Summative assessments allow us to celebrate children's achievements and see where challenge or support is required in future lessons.

Impact

After seven years, all children will have received a rich diet of PE, acquiring knowledge and learning new skills. Each year, they will have had the opportunity to play competitively for the school. When children leave in year six, we aim for them to understand the importance of physical activity and the impact on physical and mental health and will continue to enjoy physically active lives and **Bright Futures**.

PE element	Development of skills across the school			
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Dance	To perform dances using simple movement patterns.	Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination	Continue to develop fundamental movement skills, apply these with greater fluency and automaticity to complete a range of movements. Explore and improvise different movements to create new sequences.	Become more competent, confident and expert in techniques, and understand what makes a performance effective and how to apply these principles to their own and others work. Create and choreograph dance sequences that portray feeling, character and suit different types of music.

PE element	Development of skills across the school			
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Gymnastics	To develop balance, agility and co-ordination, begin to sequence as well as start to apply these skills in a range of activities.	Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.	Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement	Conduct a variety of movements with fluency, control and coordination, selecting the most appropriate and/or efficient for the task they want to complete.

PE element	Development of skills across the school			
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Athletics	To develop appropriate running technique. To jump over different sized obstacles. To throw towards a set target. To competently catch a ball or beanbag	Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;	Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, Continue to develop balance and coordination	Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success
Games	Provide opportunities for children to explore basic gross motor movements that form the basis for many physical activities such as running, jumping, rolling and throwing	Prioritise the consolidation of fundamental movement skills, building confidence and competence. Begin to use and manipulate a variety of equipment necessary for participation in team games further in their learning journey. This includes aiming, throwing, catching, receiving, kicking and striking.	Continue to develop fundamental movement skills and become increasingly confident and competent. Apply a broader range of skills, learning how to use them in different ways. Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy	Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement. Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success. communicating, collaborating and competing with each other.

				Further develop and understand resilience and fairness in sports;
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PE element	Development of skills across the school			
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Swimming				To perform correct breast stroke arm action. To perform correct breast stroke leg action. To perform correct breathing technique to breaststroke. To evaluate & compare techniques. To consolidate front/back crawl. To consolidate breast stroke technique. To tread water for a sustained period of time. To swim a distance of 25 metres. Discuss safe self-rescue.

PE element	Development of skills across the school			
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Outdoor Activities			Enjoy communicating, collaborating and competing in physical activities in a range of increasingly challenging situations. Start to develop an understanding of how to improve in different activities, and learn how to evaluate and recognise their own success.	Continue to apply and develop a broader range of skills including leadership, strategizing and evaluation, learning how to use them in different ways. Use reflections and discussion to improve on previous performances in collaborative problem solving activities.